Reviewer

CP#

8117

Please enter your Legal Entity number:

LE

0803

Please enter your School Code

SC

1046

Are all profile components present?

- ◉ Yes
- ○ No

Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.

- ◉ Yes
- ○ No

Academic Performance - Indian Education for All and American Indian Achievement:

- ☑ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☑ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Efficiency - Are all components present?

- ◉ Yes
- ○ No

Efficiency - Indian Education for All and American Indian Achievement:

- ☑ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☑ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Learning Environment - Are all components present?

- ⦿ Yes
- ○ No

Learning Environment - Indian Education for All and American Indian Achievement:

- ☑ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☑ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Mathematics - Are all components present?

- ⦿ Yes
- ○ No

Mathematics - Measurable Objectives:

- ☑ Measurable objective clearly articulates the relationship to school/district goals.
- ☐ Measurable objective contains necessary components for all levels of system (students, teachers, leaders).
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Multiple tools are listed to gather data for measurable objectives.

Mathematics - Professional Development:

- [ ] Ongoing and sustainable professional development is evident.
- [ ] Needs assessment drives professional development.
- [ ] Follow-up plan is included for continued professional development throughout the year.
- [ ] Topics or content of professional development matches goal and strategies.
- [ ] Commitment to plan and its components is evident.
- [x] The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- [ ] Evaluation of the student data is used to assess the impact of professional development.
- [x] Mathematics professional development goal is unclear and/or lacks specificity.
- [ ] Mathematics professional development goal does not support stated goal.

Reading - Are all components present?

- (•) Yes
- ( ) No

Reading - Measurable Objectives:

- [ ] Measurable objective not included in the plan.
- [ ] Measurable objective does not clearly articulate the relationship to school/district goals.
- [x] Measurable objective contains all necessary components.
- [ ] Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- [ ] Measurable objective effectively supports focused, meaningful continuous school improvement.

Reading - Identified Strategies:

- [ ] Identified strategies are focused on standards based instruction and resources.
- [ ] Identified strategies to reach reading goal are focused and clear.
- [ ] Identified strategies to reach reading goal are not based on data.
- [x] Identified strategies are generalized.
- [ ] Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- [ ] Identified strategies support reading goal.
- [ ] Consider multiple sources of measurement to collect reading achievement data.

Reading - Professional Development:

- ☑ Professional development goal needs to be more specific: what, when, and who.
- ☐ Professional development goal is missing.
- ☑ Consider professional development that is directly correlated to yearly goal.
- ☐ It would be advantageous to report data on impact of professional development and the number of teachers that have participated or will participate in professional development.
- ☐ Consider evaluating the student data to assess the impact of professional development.

Curriculum Development - Are all components present?

- ⦿ Yes
- ○ No

Curriculum Development: (District)

- ☐ Curriculum development goal is measurable.
- ☐ Curriculum development goal is not measurable.
- ☑ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☑ The communication arts standards were revised in 2010, consider that in curriculum review.

Other #1 - Are all components present?

- ○ Yes
- ⦿ No

Other #2 - Are all components present?

- ○ Yes
- ⦿ No

General Feedback:

The Reading goal addresses math, not reading.

Do you want to complete the additional Title I questions?

- ⦿ Yes
- ○ No

Is this school a Schoolwide Title I school?

- ◉ Yes
- ○ No

Is this school identified for improvement?

- ○ Yes
- ◉ No

Is the school identified for corrective action?

- ○ Yes
- ◉ No

Is the school identified for restructuring?

- ○ Yes
- ◉ No

Title I General Feedback:

The school did not complete any of the responses in the Title I Improvement and Schoolwide Plan sections.